

23A pl CMC 96

Programme 100.†

L<sub>3</sub>

(September to December, 1924.  
January to March, 1925, in the Dominions.)

## Parents' National Educational Union. The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and  
good literature."—(DEAN COLET).

### FORM III.

PUPILS' NAMES.....

#### Bible Lessons.

In all cases the Bible text (as given in book used) must be  
read and narrated first.

*Old Testament History*,\* by T. M. Hardwick and the  
Rev. H. Costley-White (Murray, 3/6), Vol. I., pp. 100-  
188; Bible passages, as given, from *Genesis* xxxvii.,  
xxxix-l.; *Exodus*, i.-xv. (inclusive). *The Saviour of  
the World*,\* Vol. II. (P.N.E.U. Office, 3/-), pp. 1-54.  
Bible passages from index or from *The Gospel History*,  
arranged by the Rev. C. C. James (Cambridge Press,  
3/6); *The Acts of the Apostles*,\* by E. M. Knox  
(Macmillan, 4/6), pp. 113-146.

Optional: (a) *S.P.C.K. Bible Atlas*\* (1/-). (b) *Historical  
Geography of the Holy Land*, by S. R. Macphail  
(Clark, 1/-), pp. 40-72. (c) *Helps to the Study of  
the Bible* (Oxford Press, 4/-). (d) *The Prayer Book in  
the Church*, by the Rev. W. H. Campbell (Longmans,  
3/-), pp. 14-29, with lessons on Advent and Christmas.

For Sunday Reading (optional):

(a) *An English Church History for Children*, Vol. I.,  
by M. Shipley (Methuen, 4/6), pp. 1-59. (b) *Our Bible  
in the Making*, by Dr. J. Paterson Smyth (Sampson  
Low, 3/6), pp. 2-75. (c) *George Washington*, by A.  
Russell (Harrap, 2/-). (d) *The Firebrand of the Indies*  
(Xavier), by E. K. Seth-Smith (S.P.C.K., 2/6).

Sunday Occupations:

A Book of Centuries (see notes by Miss Bernau, P.N.E.U.  
Office, 4d.). Choose and inscribe texts and mottoes, in  
beautiful lettering (see "Bridges"), on good paper or  
vellum.

† The 100th term of work set since the Parents' Union School began.



For private daily Bible reading, children may use *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectiones* (Spottiswoode, 1½d. each, 1924). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.).

#### Writing.

*A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card), teacher to study instructions (6d.); work from card 6. Choose and transcribe passages from *As You Like It*, and the other books set.

#### Dictation (*A New Handwriting* to be used).

Two or three pages or a passage to be prepared first from a newspaper, or, from the prose and poetry set for reading; words not known to be visualised (see *Home Education*, pp. 240-243); a paragraph to be then dictated.

#### Composition. (Oral or written narration each day.)

(See Meiklejohn, pp. 176-188; Prosody, 194-205.) Write on (a) some subject in "Literature," (b) on the news of the week, (c) on some historical or allegorical subject taken from the Programme, etc. Narrative poems that must scan, using the metre of poems set in term's work. Doggerel must not be written. Take the P.U.S. Magazine (3/3 a year, c/o Miss N. Pott, P.N.E.U. Office), and send a contribution in verse or prose.

#### English Grammar.

Parse and analyse, each week, from a book of poetry and of prose, making progress each term (pp. 86-115). Meiklejohn's *A New Grammar of the English Tongue*\* (4/-), pp. 64-85.

#### Literature (including holiday and evening reading).

*The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 448-502. Shakespeare's *As You Like It*\* (Blackie, Plain text, 6d.). Scott's *Redgauntlet*\* (Collins, 2/-). Palgrave's *Golden Treasury*\* (Dent, 2/-); contemporary poets: Gray, Blake, Byron, Collins (1714-1780).

#### English History.

Arnold Forster's *A History of England*\* (Cassell, 8/6), pages 601-671 (1714-1780). Make a chart of the 18th Century (see reprint from *P.R.*, July, 1910, 3d.). Read the daily news and keep a calendar of events: take *The Home and Class Room* section of *The Times* (*Times Office* direct, 6/- a year).

#### General History.

*The Story of Mankind*, by H. Van Loon (Harrap, 12/6), pp. 296-333, or, *A First History of France*,\* by L. Creighton (Longmans, 5/-), pp. 218-230.

*The British Museum for Children*,\* by Frances Epps (P.N.E.U. Office, 3/3), chapter 6. Teacher study preface. *Stories from Indian History*,\* by E. R. Sykes, Vol. I. (C.L.S.I., 2/-), pp. 150-188.

Keep a Book of Centuries (P.N.E.U. Office, 2/3, notes by Miss Bernan, 4d.), putting in illustrations from all the history studied during the term (Bible, English, French, General).

#### Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 140-162. North's Plutarch's *Lives: Pompey*\* (Blackie, 1/-), pp. 1-64. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *The Golden Fleece*,\* by L. S. Wood (Oxford Press, 3/6), pp. 184-220.

#### Geography.

In all cases, map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

- (1) *Ambleside Geography Book*, IV.\* (P.N.E.U. Office, 4/-), pp. 1-53 (Survey of Europe; France), and 277-308; *The Reconstruction of Europe*\* (P.N.E.U. Office, 9d.).
- (2) *Fighting for Sea Power in the Days of Sail*,\* by H. W. Household (Macmillan, 2/-), pp. 194-226, or *Travels with a Donkey in the Cevennes*, by R. L. Stevenson (Chatto & Windus, 3/6).
- (3) Geikie's *Physical Geography*\* (Macmillan, 1/9), sections 1-40. Philip's *Modern School Atlas of Comparative and Commercial Geography*\* (7/6), Maps Part I., 12-17; Part II., 1-7, 10-12, 16, 18, 20, 21.

Know something about foreign places coming into notice in the current newspapers. Ten minutes' exercise on the map of the world every week. See also tests under Scouting, Guiding, or "P.U.S. Scouting," (P.N.E.U. Office, 6d.) Teacher may find useful *Out-door Geography*, by H. Hatch (Blackie, 3/-), also *The Clarendon Geography*, Vol. I., Part III., *Europe* (Oxford Press, 4/-).

#### Natural History and Botany.

*The Study of Plant Life*,\* by H. C. Stopes (Blackie, 6/-), pp. 1-34. *Winners in Life's Race*,\* by Mrs. Fisher (Macmillan, 6/-), pp. 129-168.

Keep a Nature Note-Book (P.N.E.U. Office, interleaved 2/3), with flower, bird and insect lists, and make daily notes. For out-of-door work choose some special August to December study, e.g., wild fruits and seed dispersal. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-). *A Nature Study Guide*, by W. S. Furneaux (Longmans, 6/-), may be used for autumn studies. See also Scouting and Guiding tests.

#### General Science.

*Architecture*,\* by G. Wynne (Jack, 3/6), pp. 25-42. *The Fairyland of Science*,\* by Mrs. Fisher (Macmillan, 6/-), pp. 195-239.



**Picture Talk.**

Study, describe (and draw from memory details of) six reproductions\* of pictures by Millais (P.N.E.U. Office, 2/- the set): see the special notes in the *Parents' Review*, September, 1924.

**Arithmetic.**

Pendlebury's *New Shilling Arithmetic*,\* (Bell, 2/3), pp. 100-113 (or continue). Revise back work; examples may be taken from Pendlebury's *New Concrete Arithmetic*, Book V. (Bell, 5d.).

Important: to be read in leisure time, *Number Stories of Long Ago*, by D. E. Smith (Ginn, 2/9). Teachers may find useful: *Unconventional Arithmetical Examples*, by R. S. Williams (Cambridge Press, 3/-).

**Geometry.**

*A School Geometry*,\* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 108, 109, 118, 119, 121-124, 126-130. Revise pages 35-68, doing more exercises. *The School Set of Mathematical Instruments* (Macmillan, 1/6).

**Algebra.**

*A School Algebra*,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 53, 54, 67-71.

**German.**

*Primary German Course*,\* by O. Siepmann (Macmillan, 5/-), Lessons 13-15 inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested.

or, preferably, **Italian.**

Perini's *Italian Conversation Grammar*\* (Hachette, 6/6), work Exercises 13-18, taking only necessary grammar. For narration: five stories from *Cento Racconti per Fanciulli*\* (P.N.E.U. Office, 1/8).

**Latin.**

*Gradatim*\* (Longmans, 2/-), pp. 55-68; make tables of accident; each lesson to be followed by narration: or, Dr. Smith's *First Latin Course*\* (Murray, 4/-), pp. 13-27, with exercises.

**French.**

*Primary French Course*,\* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 10-12 inclusive, with grammar and exercises. Teacher study preface. Read and narrate *Mémoires d'un Ane*,\* by Mme. de Ségur (Blackie, 6d.); parse two pages.

Read several poems and learn one from *A Book of French Verse*,\* by Marc Ceppi (Bell, 2/-).

**Drawing.**

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-).

Illustrations of scenes from Literature. Landscape studies; teachers may use for method (not for copying) *The Art of Drawing*, Album 31 (Philip & Tacey, 1/3).

Design Christmas cards or calendars, using beautiful lettering. Memory drawings. Paint-box with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio (Miss Allen, c/o P.N.E.U. Office).

**Recitations.**

Learn two suitable passages of about 20 verses each from chapters in Bible Lessons; Psalms 103 and 104; a hymn by Wesley; a Christmas carol; two poems from the books of Verse set.

**Reading** (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations, should afford exercise in careful reading and in composition. Poetry should be read daily. Bulfinch's *Age of Fable*\* (Dent, 2/-), pp. 97-127. Swift's *Gulliver's Travels*\* (Blackie, 2/-).

**Musical Appreciation.**

See Programme of Music: Dvorák, *Parents' Review*, September, 1924: *Our Work*. *The Listener's Guide to Music*, by P. Scholes (Oxford Press, 4/-).

**Music.**

Choose and learn a suitable composition from the Programme of Music.

**Singing.**

Three French songs, *French Songs with Music* (Blackie, 6d.). Three English songs, from *The National Song Book*, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,\* complete with music 6/-). *Ten Minutes' Lessons in Sight-Singing* (Curwen, 2/6). *Fifty Steps in Sight-Singing*, by Arthur Somervell, steps 17-20 (Curwen & Son, 2/6); 50 Exercises for Pupils, 9d. a set.

**Drill, etc.** (Choose new work.)

*Board of Education Syllabus of Physical Training for Schools*, 1919 (Eyre & Spottiswoode, 1/6). *An Introduction to the English Country Dance*, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6). *Peasant Dances and Songs of Many Lands* (Evans, 7/6). *How to Teach Dances* (Evans, 4/6). Ex-students, House of Education Drills. For Drill Music, *Music for use in Mrs. Wordsworth's Classes* (P.N.E.U. Office, 3/6), may be used.

**Work.**

Teacher should consult: *Drawing, Design and Craftwork*, by F. J. Glass (Batsford, 12/-). Do some definite house or garden work. Heaton's *Card-board Modelling* (Newman, 6/-): make six models. (Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds). (a) Boys: Stencilling (see Glass, pp. 182-185). (b) Girls: knit or crochet a baby's garment



(Weldon 29, 6d.). *Simple Garments for Children*, by E. Synge (Longmans, 7/6), or, *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Boys and girls, darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. Make Christmas presents. Teacher will find useful *What shall we make?* by M. La Trobe Foster (C.M.S., 1/6). See also tests under Scouting and Guiding. Help in an entertainment for the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form. Children should spend two years in Form III., ages, say, 12—14.

N.B. 2.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in all history and literature subjects.

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*); special clipped book-post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/3), and Ribbon (2/2 a yard). Boys' School Belts (2/-). Ties (cotton 1/-, silk 2/9). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

N.B. 8.—All letters *re* School and Programmes, except book orders should be sent to The Director, Parents' Union School, Ambleside. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

N.B.—Members are asked to remember that an average child should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.



C3B71 CMC 96

Examination 100.

M<sub>3</sub>

## Parents' National Educational Union.

### The Parents' Union School.

(Address: THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto: "I am, I can, I ought, I will."

#### FORM III.

PUPILS' NAMES .....

#### Bible Lessons.

- I. 1. "The Lord was with him . . . and made all he did to prosper in his hand." Give instances showing that this is truly said of Joseph.
2. How did God prepare and call and strengthen Moses to be the leader of the Children of Israel? What may we learn from the scene on Mount Horeb?
- II. 1. Give an account of St. Philip's discourse with the Eunuch of Ethiopia.
2. (a), "Saul was consenting unto his death." (b), "Lord, what wilt Thou have me to do?" What events in Saul's life connect these two sayings?
3. "Christ preaches at Nazareth and is rejected." Describe the whole scene.

Writing: (Writing is also considered in each answer).

Write ten lines of poetry from memory.

Dictation. (Unprepared). (Spelling is also considered in each answer).

*Ambleside Geography*, Book IV., page 160, "This is . . . continent."

#### Composition.

1. Write some verses (which must scan) on one of the following,—S. Francis Xavier, Gulliver at Brobdingnag, Minerva, a bird in flight, George Washington, "poor Peter Peebles," "Orlando."
2. Write a letter giving or accepting an invitation to a Christmas entertainment.



English Grammar.

1. Analyse, parsing the words in italics,—

"A king sate on the rocky brow  
Which looks o'er sea-born Salamis;  
And ships, by thousands, lay below,  
And men in nations — all were his!  
He counted them at break of day —  
And when the sun set, where were they?"

2. Illustrate, in sentences, the use of (a), the Dative Case, (b), the Possessive Case.
3. Make sentences, showing what prepositions are used after the following words, — dependent, glad, need, taste, agree, confide.

Literature.

1. What do you know of Addison? Describe two of the characters belonging to the Spectator's Club.
2. Write down a scene (not one you have learned) in which one of the following appears,—"Lilias Redgauntlet," "Alan Fairford," "Jaques," "Rosalind."
3. Write a short account of one of the following,—*The Rape of the Lock*, Gulliver in Lilliput, the Journal to Stella.

English History.

1. Who was the Elector George of Hanover? How did he come to be King of England, and how was it he found a welcome?
2. Give some account of (a), "The Fifteen," (b), Sir Robert Walpole.
3. What events led to the American Declaration of Independence? Give dates.

General History.

1. Show by what steps Peter the Great made himself the sovereign head of a civilized nation.
- or, 1. What do you know of the War of the Austrian Succession? Describe the condition of France on the death of Louis XV.
2. Mention some of the things to be seen on gems, cameos and coins in the Gold Room at the British Museum.
3. Give some account of Baber "The Lion."

Citizenship.

1. Show how candour, respect and discernment help us to think fairly. What have you to say about depreciation?
2. Describe the occasion when Pompey and Sulla each saluted the other as "Imperator," and show how Pompey later made an enemy of Sulla.
3. Describe the Wool Market at Sydney, and show how the banking system helps the traders from all over the world.

Geography.

1. Mention briefly, with a rough sketch-map, the chief rivers of Europe.
2. Describe (a), Normandy and Northern France, (b), the vine-growing provinces of France,
- or, 2. What difficulties have neutral countries had to face in time of war? Give examples.
3. Explain what is understood by, — spring equinox, summer solstice, aphelion, perihelion, the rotation of the earth. Diagrams.

Natural History and Botany.

1. Describe experiments to show that plants (a), breathe, (b), give off water in the form of vapour. Diagrams.
2. Make a list of wading birds, and describe any you have watched.
3. What is a feather? Describe how the wings and the body of a bird are adapted for flight.

General Science and Architecture.

1. What do you know of (a), the Coliseum at Rome, (b), St. Sophia, Constantinople?
2. Describe how the worker bees set to work in a new hive.

Picture Talk.

Describe Millais' "North-West Passage."

Arithmetic.

1. Divide £23 : 15 : 0 between A and B, giving A four times as much as B.
2. Make an invoice for the following (work each item mentally):—1 doz. pencils at  $3\frac{1}{2}$ d. each; 40 pens at 6d. each; 240 pen nibs at 3d. per doz.; 9 books at  $\frac{6}{8}$  each; and 14 books at  $\frac{19}{6}$  each.
3. If 3 men can reap 8 acres in 5 days, working 8 hours a day, in how many days can 8 men, working 12 hours a day, reap 192 acres?

Algebra.

1. Simplify:  $3a - \{2b + 5(c + b) - 4(b - a) - 3(a - b - c)\}$
2. Divide:  $6b(3b - 1) - 4$  by  $3b - 2$ .
3. If  $\frac{x}{4} - 5\frac{13}{28} = \frac{3x}{2} + \frac{4x}{7}$  find the value of  $x$ .

Geometry.

1. Triangles on the same base and between the same parallels are equal in area.
2. State and prove Pythagoras' Theorem.
3. Draw a triangle equal in area to a given pentagon.



German.

1. Describe *Das Rotkehlchen*, and say what you can in German about its life in winter.
2. Translate V., Lesson 15, page 181.
3. Make six German sentences, using the Imperfect Indicative tense of the verbs,—*werden*, *erhalten*, *geschehen*, *kommen*, *fressen*, *bleiben*.

Latin.

Gradatim.

1. Give sentences with (1) a Present Participle, (2) a Past Participle, (3) Genitive of price, (4) Ablative of price.
2. Translate § 86 and write a narration of it,

or, (Dr. Smith).

1. Decline,—*parvus leo*; *longum opus* and *acer homo*.
2. Compare,—*felix*, *celer*, *similis*, *benevolus* and *parvus*.
3. Translate Latin into English, Ex. XVIII. B, 1-5.  
English into Latin, Ex. XV., 1-5.

Italian.

1. Tell, in Italian, one of Æsop's Fables, or, a short fairy story.
2. Translate Ex. XVII., page 53, "He always fulfils his duty" to the end.

French.

1. Describe, in French, (1) the donkey-race of which *Cadichon* was the victor, or, (2) a visit to *Versailles*.
2. Use, in sentences, the pronouns,—*en*, *y*, *elles*, *leur*, *eux*, *moi*, with the verbs, *faire* (Future Indic.), *ouvrir* and *dormir* (Imperf. Indic.), *tomber* and *perdre* (Perfect), *s'en repentir*.
3. Translate into good English, *L'Espagnol et L'Indien* (Siepmann, p. 35).

Drawing.

1. A landscape study, or, a design in wild fruits for a calendar.
2. An original illustration for *Redgauntlet*, with title.

Musical Appreciation.

Write three lines on any five of the following:—

"Bagatellen," motto theme, "Scotch snap," "The Spectre Bride," *Furiant*, *Humoreske*, *Smetana*, *Dumka*.

Recitations. \*

Father to choose two Bible passages of ten verses each, a poem, and a scene from *As You Like It* or *Redgauntlet*.

Reading. \*

Father to choose a poem and a leading article from a newspaper.

Music. \*

Examine in work done.

Singing. \*

Father to choose an English, a French and a German song, and three exercises.

Drill. \*

Report progress.

Work. \*

Outside friend to examine. List of work completed to appear on *Parents' Report*.

N.B. 1.—Examination to begin on Monday, December 8th. Papers to be posted on Saturday, December 13th, with no other enclosure.

2.—Subjects thus indicated (\*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not fastened together, (c) the name of the member does not appear, or (d) the totals of parents' marks are not given.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string and should be packed flat.

5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools. In Schools the examination of children in I.B is optional, but a teacher's P.U.S. Report on one child's oral work may be sent up.

N.B.—Members are asked to state on the *Parents' or Teachers' Report Form* (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.



L4A p1 CHC 96

Programme 100.†

L<sub>4</sub>

(September to December, 1924.  
January to March, 1925, in the Dominions.)

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Motto: "I am, I can, I ought, I will."

(He shall) "pray for the children to prosper in good life and good literature."—(DEAN COLET).

## FORM IV.

PUPILS' NAMES.....

### Bible Lessons.

In all cases the Bible text (as given in book used) must be read and narrated first.

*Old Testament History*,\* by T. M. Hardwick and the Rev. H. Costley-White (Murray, 3/6), Vol. I., pp. 100-188: selected Bible passages from *Genesis* xxxvii., xxxix-l.; *Exodus* i.-xv., inclusive. *The Saviour of the World*,\* Vol. II. (P.N.E.U. Office, 3/-), pp. 1-54: Bible passages from index, or from *The Gospel History*, arranged by the Rev. C. C. James (Cambridge Press, 3/6). *The Acts of the Apostles*,\* by E. M. Knox (Macmillan, 4/6), pp. 113-146, and the *Epistle to the Colossians* (read Bible text only).

Optional: (a) S.P.C.K. *Bible Atlas*\* (1/-). (b) *Historical Geography of the Holy Land*, by S. R. Macphail (Clark, 1/-), pp. 40-72. (c) *Helps to the Study of the Bible* (Oxford Press, 4/6). (d) *The Universal Bible Dictionary* (R.T.S., 7/6), may be used for all names of persons and places. (e) *The Prayer Book in the Church*, by the Rev. W. H. Campbell (Longmans, 3/-), pp. 14-29, with lessons on Advent and Christmas. Teachers may find useful for the Catechism, *Lessons on the Way*, by the Rev. Percy Dearmer, Vol. II. (S.P.C.K., 3/6).

For Sunday reading (optional):

Paterson Smyth's *Life and Letters of St. Paul* (Sampson Low, 3/6), pp. 165-246. *Our Bible in the Making*, by Dr. Paterson Smyth (Sampson Low, 3/6), pp. 135-203. *The Firebrand of the Indies (Xavier)*, by E. K. Seth-Smith (S.P.C.K., 2/6). *India and Her Peoples*, by F. Deaville Walker (C.M.S., 2/-), pp. 7-51.

† The 100th term of work set since the Parents' Union School began.



For private daily Bible reading, *Daily Readings from the Old Testament*, by H. Franklin and L. Montagu (Williams & Norgate, 2/6), or, *Lectioes* (Spottiswoode, 1½d. each, 1924). *The Winchester Hymn Supplement* (Warren, Tunes 1/9, Words 4d.).  
 Sunday Occupations: A Book of Centuries: see notes by Miss Bernau (P.N.E.U. Office, 4d.). Choose and inscribe mottoes in beautiful lettering (see "Bridges"), on good paper or vellum.

**Writing.**  
 Choose and transcribe passages from Shakespeare's *The Winter's Tale*,\* and the other books set, in *A New Handwriting for Teachers*, by M. M. Bridges (P.N.E.U. Office, 5d. a card); work from card 6.

**Dictation** (*A New Handwriting* to be used).  
 Two or three pages or a passage to be prepared first from a newspaper; or, from the prose and poetry set for reading; words not known to be visualised; a paragraph to be then dictated or to be occasionally written from memory, see *Home Education*, pp. 240-243.

**Composition.** (Oral or written narration every day after each subject.)  
 (See Meiklejohn, pp. 176-188; Prosody, 194-205.)  
 Essays on news of the week from the newspapers, or, on subjects taken from the Programme, etc.: verses, not doggerel (note metre of poems set for this term).  
 Take the P.U.S. Magazine (Editor, Miss N. Pott, c/o P.N.E.U. Office, 3/3 a year), and send a contribution in verse or prose.

**English Grammar.**  
 Parse and analyse, each week, from books read, making progress each term (see pp. 86-115). Meiklejohn's *A New Grammar of the English Tongue*\* (4/-), pp. 64-85.

**Literature** (including holiday and evening reading).  
*The History of English Literature for Boys and Girls*,\* by H. E. Marshall (Jack, 10/6), pp. 27-53. Shakespeare's *The Winter's Tale*\* (Longmans, 1/9). Dickens' *David Copperfield*\* (Dent, 2/-). *An Anthology of English Lyrics*\* (Methuen, 3/6): contemporary poets (1880-1914). Carlyle's *The Hero as King*\* (Blackie, 1/-). Tennyson's *Poems*\* (Dent, Vol. I., 2/-).

**English History.**  
*A History of England*, by R. B. Mowat, Section 3a (Oxford Press, 6/-), pp. 900-1008 (1880-1914), or Gardiner's *History of England*\* (Longmans, 6/6), Vol. III. (1880-1922), with *Medieval and Modern Times*, pp. 747-788. Finish a chart of the 19th Century (see reprint from P.R., July, 1910, 3d.). Read the daily news and keep a calendar of events: take the *Home and Class Room* section of *The Times* (direct from Times Office, 6/- yearly).

# General History.

*Medieval and Modern Times*,\* by T. R. Robinson (Ginn & Co., 10/6), pp. 674-701, 710-719, 727-746 (1880-1914) (omit questions). *Ancient Times: A History of the Early World*,\* by J. H. Breasted (Ginn, 10/6), pp. 625-715 (A.D. 69-732) (omit questions).

Continue a Book of Centuries\* (P.N.E.U. Office, 2/3, notes by Miss Bernau, 4d.), putting in illustrations from all history studied during the term (Bible, English, French, General).

# Citizenship.

*Ourselves*,\* Book I. (Kegan Paul, 4/6), pp. 140-162. North's Plutarch's *Lives: Pompey*\* (Blackie, 1/-), pp. 1-64. Smith's *Smaller Classical Dictionary* (Dent, 2/6). *Classical Atlas* (Dent, 2/6). *Citizenship*,\* by E. R. Worts (Hodder & Stoughton, 4/6), pp. 137-181 (narration instead of questions).

# Geography.

In all cases, map questions to be answered from map before each lesson; then reading and narration; memory sketch maps.

(1) *The Ambleside Geography Books*, V.\* (P.N.E.U. Office, 5/), pp. 1-63 (survey of Asia). (2) *Our Guardian Fleets in 1805*,\* by H. W. Household (Macmillan, 3/-), pp. 66-106, or, Kinglake's *Eothen* (Dent, 2/-). (3) Geikie's *Physical Geography* (Macmillan, 1/9), sections 1-40. (4) Philips' *Modern School Atlas of Comparative and Commercial Geography*\* (7/6), maps: Part I., 44-51, Part II., 1-15; 22-23.

Know something about foreign places coming into notice in the current newspapers: *Reconstruction of Europe*\* (P.N.E.U. Office, 9d.). Ten minutes' exercise on the map of the World every week. See also tests under Scouting and Guiding, or, "P.U.S. Scouting" (P.N.E.U. Office, 6d.). Teacher may find useful *The Clarendon Geography*, Vol. II., Part IV.: Asia (Oxford Press, 4/-); *Out-Door Geography*, by H. Hatch (Blackie, 3/-).

# Natural History and Botany.

*Winners in Life's Race*,\* by Mrs. Buckley (Macmillan, 6/-), pp. 129-168. *Elementary Studies in Plant Life*,\* by F. E. Fritsch (Bell, 3/6), pp. 1-30. Keep a Nature Note-Book (P.N.E.U. Office, interleaved, 2/3), with flower, bird and insect lists, and make daily notes. For out-door work take some special August to December study, from Furneaux's *A Nature Study Guide* (Longmans, 6/6), and study flowerless plants, see *First Year of Scientific Knowledge*, pp. 144-151 and 158-160. *The Changing Year*, by F. M. Haines (Wadsworth, 3/-), may be read. See also tests under Scouting and Guiding, or, "P.U.S. Scouting" (P.N.E.U. Office, 6d.).

# General Science.

*First Year of Scientific Knowledge*,\* by Paul Bert (Relfe, 5/-), pp. 275-318. *Some Wonders of Matter*,\* by Bishop Mercer (S.P.C.K., 5/-), pp. 64-99.



Hygiene and Physiology, Domestic Economy.  
A Health Reader,\* by W. H. Abrahall (Cassell, 3/-), pp. 97-136 and 180-221.

Picture Study.  
Study, describe (and draw from memory details of) six reproductions\* of pictures by Millais (P.N.E.U. Office, 2/- the set): see the special notes in the Parents' Review, for September, 1924.

Arithmetic.  
Pendlebury's New Shilling Arithmetic\* (Bell, 2/3), pp. 113-124: Percentages, Profit and Loss; Mensuration, sections 211-214. Revise back work; examples may be taken from Pendlebury's New Concrete Arithmetic, Book V. (Bell, 5d.).  
Important: to be read in leisure time, Number Stories of Long Ago, by D. E. Smith (Ginn, 2/9).  
Teacher may find useful Unconventional Arithmetical Examples, by R. S. Williamson (Cambridge Press, 3/-).

Geometry.  
A School Geometry,\* by H. Hall and F. Stevens (Macmillan, Parts i.-iv., 3/6), pp. 172-181. Revise 139-157. The School Set of Mathematical Instruments (Macmillan, 1/6).

Algebra.  
A School Algebra,\* by H. Hall, Part I. (Macmillan, 3/6), pp. 8-12, 66, 72-74. 95-100, or continue.

German.  
Primary German Course,\* by O. Siepmann (Macmillan, 5/-), Lessons 19-21, inclusive. Teacher study preface, using the lessons (with narration), exercises, grammar, stories, poems, etc., as suggested. For narration, Zahn's Der Geiss-Christeli (Blackie, 9d.).

or, preferably, Italian.

Perini's Italian Conversation Grammar\* (Hachette, 6/6), Exercises 28-32 and 40-41, inclusive, taking necessary grammar only. The Italian Irregular Verbs (Hachette, 1/-) will be found useful. For narration, six stories from Cento Racconti per Fanciulli\* (P.N.E.U. Office, 1/8).

Latin.

Limen,\* Part I. (Murray, 2/6), pages 45-72, and revise grammar, 1-44, with corresponding exercises. Narration of continuous passages.

French.

Primary French Course,\* Part II., by O. Siepmann (Macmillan, 3/-), Lessons 10-12 inclusive, with grammar and exercises. Teacher study preface. Read and narrate Daudet's Le Petit Chose à l'Ecole (Blackie, 1/-). Read several poems and learn one from A Book of French Verse,\* by Marc Ceppi (Bell, 2/-).

# Drawing.

Teacher should consult Drawing, Design and Craftwork, by F. J. Glass (Batsford, 12/-).

Hand and arm studies, teacher following method in The Art of Drawing, Album 13, Part 1 (Philip & Tacey, 1/3). Illustrations of scenes from Literature. Memory drawing. Paintbox with specially chosen paints and brush (P.N.E.U. Office, 5/-). Join the P.U.S. Portfolio, (Miss Allen, c/o P.N.E.U. Office).

# Recitations.

Learn two suitable passages of 20 verses each from chapters in Bible Lessons. Psalms 103 and 104; a Christmas carol; two poems from anthology set or from Tennyson or from Kipling's Seven Seas, Vol. I. (Methuen, 3/-).

# Reading (including holiday and evening reading).

Books set under Literature, History, Geography, Recitations should afford exercise in careful reading and in composition. Poetry should be read daily. George Eliot's Scenes of Clerical Life (Collins, 2/-). Tennyson's Poems (Dent, 2/-).

# Musical Appreciation.

See Programme of Music (Dvorák) Parents' Review, September, 1924: Our Work. The Listener's Guide to Music, by P. Scholes (Oxford Press, 4/-).

# Music.

Choose and learn a suitable composition from the Programme of Music.

# Singing.

Three French songs, French Songs with Music (Blackie, 6d.). Three English songs, from The National Song Book, edited by C. V. Stanford (Boosey & Co., words and voice parts 2/- each,\* complete with music 6/-). Musical Groundwork, by F. H. Shera (Milford, 3/6), Term III.

# Drill, etc. (Choose new work.)

Board of Education Syllabus of Physical Training for Schools, 1919 (Eyre & Spottiswoode, 1/6). An Introduction to the English Country Dance, Description and Tunes of 12 Dances, by Cecil Sharp (Novello, 4/6). Peasant Dances and Songs of Many Lands (Evans, 7/6). How to Teach Dances (Evans, 4/6). Ex-Students take House of Education Drills. For Drill Music, Music for use in Mrs. Wordsworth's Classes (P.N.E.U. Office, 3/6), may be used.

# Work.

Teacher should consult Drawing, Design and Craftwork, by F. J. Glass (Batsford, 12/-).  
Do some definite house or garden work. Heaton's Card-board Modelling (Newman, 6/-): make six models.



(Materials from Arnold & Son, Butterley Street, Hunslet Lane, Leeds). Make Christmas presents. Wood-carving: see *Craftwork* above, pp. 173-180. *Simple Garments for Children*, by E. Synge (Longmans, 7/6), or, *Constructive and Decorative Stitchery*, by L. G. Foster (3/6): design and make a garment. Darn and mend garments from the wash each week: *First Lessons in Darning and Mending* (P.N.E.U. Office, 2d.), may be used. See also tests under Scouting, Guiding, or "P.U.S. Scouting" (P.N.E.U. Office, 6d.). Take the First Aid and Housecraft Tests. Help the "Save the Children Fund," 42 Langham Street, London, W.1.

N.B. 1.—In grammar (English and foreign) and in mathematics there must be no gaps. Children must go on from where they left off, but they will be handicapped in the future unless they can do the work set for this Form. (Ages, say, 14-15).

N.B. 2.—Each pupil should have a copy of all books, etc., marked \* and a set of the Pictures and materials. One copy of the other books is sufficient.

N.B. 3.—For methods of teaching the various subjects see *Home Education*, 5/6, *School Education*, 5/- (P.N.E.U. Office). In home schoolrooms, Forms III. and IV. may work together in all history and literature subjects.

N.B. 4.—All books, etc., may be obtained from the Secretary of the P.N.E.U., 26, Victoria Street, London, S.W. 1, as well as exercise books bearing the school motto, 6d. each, and Cambridge paper for the Examination, 1/- for 4 quires (*not less*); special clipped book-post envelopes, 4d. for 3. Also the School Badge (silver, 4/6, metal, 9d.). School Hat Band (2/3), and Ribbon (2/2 a yard). Boys' School Belts (2/-). Ties (cotton 1/-, silk 2/9). Badges stencilled in washing colours on pale blue linen may also be obtained (4½d. unmounted, 6d. mounted).

N.B. 5.—Members are particularly asked to follow the notes under *Our Work* in the *Parents' Review*.

N.B. 6.—*This Programme is for Members of the School only and must not be lent.* Specimen copies of old Programmes can be obtained by members from the Director, Parents' Union School, Ambleside.

N.B. 7.—There is an Association of Old Pupils of the P.U.S. A course of reading is provided. For particulars apply to Miss P. N. Bowser, c/o P.N.E.U. Office.

N.B. 8.—All letters *re* School and Programmes, except book orders should be sent to The Director, Parents' Union School, Ambleside. The enclosed Order Form for books should be used, and orders should be sent as early as possible. Members are asked to send the School Fee direct to Ambleside. P.N.E.U. subscription, and money for books, should be sent to the London Office.

N.B.—Members are asked to remember that an average child should cover the whole programme suitable for his age; also that provision is made for holiday and evening reading, occupations and hobbies.



# Parents' National Educational Union.

## The Parents' Union School.

(Address : THE DIRECTOR, PARENTS' UNION SCHOOL, AMBLESIDE.)

Motto : " I am, I can, I ought, I will."

### FORM IV.

PUPILS' NAMES .....

#### Bible Lessons.

- I. 1. Give some account of Joseph (a), as a son, (b), as a ruler.
2. By what series of events were the Children of Israel convinced that Moses was sent from God? Describe one incident in full.
- II. 1. " Philip had been cast out of Jerusalem." Why? He was joyfully received by the people of Samaria. Give an account of his work in Samaria.
2. Compare and contrast the conversion of St. Paul and the call of Levi. What may we learn from the response of these two men to the call of Christ?

Writing. (Writing is also considered in each answer.)

Write ten lines of poetry from memory.

Dictation. (Spelling is also considered in each answer.)

*David Copperfield*, chapter II., "The first objects . . . greater."

Composition. (Composition is also considered in each answer.)

1. Some verses, which must scan, on one of the following,—  
autumn leaves falling, "The Hero as King: King Arthur," a wireless message from Australia, "Mrs. Barton," "Pegotty."
2. One of the following,—(a), a description, according to Kinglake, of the Greek Mariners, (b), a letter to a friend, mentioning the poems of Tennyson you have read, giving details of and quotations from those you have specially enjoyed.



### English Grammar.

1. Analyse, parsing the words in italics,—  
*"I love the fitful gust that shakes  
 The casement all the day,  
 And from the glossy elm-tree takes  
 The faded leaves away,  
 Twirling them by the window pane  
 With thousand others down the lane."*

2. Explain, giving examples, the rules for the use of the  
 (a), Nominative, and (b), Objective Cases in English.
3. Write notes, giving examples, on (a), the use of the  
 simple infinitive with auxiliary verbs, (b), the  
 gerund, (c), the gerundial infinitive.

### Literature.

1. "The Arthur we love is the Arthur of literature, not the  
 Arthur of history." What do you know of the  
 authors of the Arthur stories and their work in this  
 connection? Quote from Tennyson where you can.
2. Write a scene for acting from *David Copperfield* in  
 which "Mr. Micawber" or "Miss Trotwood" appears,  
 or, 2. Describe the part played by (a), Perdita, (b), Autolycus  
 in *The Winter's Tale*.
3. Write, as far as you can, the thoughts of Carlyle on the  
 divine right of the true King or "Ableman."

### English History.

1. Give a short account of the history of Australia.
2. What do you know of the careers of (a), Lord Randolph  
 Churchill, (b), Cecil Rhodes?  
 or, 2. What do you know of the reconquest of the Soudan  
 under Lord Cromer?
3. Describe briefly the last year of the Great War.

### General History.

1. Describe (a), the traffic on a Roman highway, (b), the  
 Roman traveller in the East in the Second Century  
 A.D. (c), any Roman building you have seen.
2. Give the steps by which Japan has become a world  
 power during the last fifty years.
3. Write an account of the events of the last week of July  
 and the first week of August, 1914.

### Citizenship.

1. Explain what is understood by veracity, scrupulosity,  
 essential and accidental truth. Give examples.
2. Why did the Romans make Pompey general by sea?  
 Describe the scene that followed the decree and  
 Pompey's treatment of the pirates.
3. In what respect is social freedom enjoyed by everyone?  
 What restrictions are there? Why is a Parlia-  
 mentary vote of importance to every citizen?

### Geography.

1. Give a rough sketch map of Asia, putting in the chief  
 physical features. Account for the extremes of  
 climate in Asia.
2. Describe briefly (a), Turkey in Asia, (b), The Holy  
 Land.
3. "The earth is our great time keeper." Explain, with a  
 diagram,  
 or, 3. Give some account, with a map, of the chase of Nelson  
 after Villeneuve.

### Natural History.

1. "Scratching birds live nearly all over the world."  
 Give some account of them and their characteristics.
2. Describe, with drawings, four kinds of fungi you have  
 examined this term.
3. Name each part of the plant of the Shepherd's Purse,  
 and say what work is done by each. Diagrams.

### General Science.

1. Describe and explain the construction of the barometer.  
 Diagram.
2. Give some account, describing experiments, of the  
 various forms of carbon.
3. Describe briefly what you know about (a), elements, (b),  
 atoms, (c), molecules.

### Physiology and Hygiene.

1. Describe, with a diagram, (a), the human eye, (b), an  
 experiment to show how an image is formed on the  
 retina. Give some directions for the care of the  
 eyes.
2. What considerations must a house-keeper bear in mind  
 in providing food (a), for children, (b), for men and  
 women, (c), for old people? What are the most  
 easily digested foods?

### Picture Study.

Describe, with a rough sketch to indicate composition,  
 "Sir Isumbras," by Millais.

### Arithmetic.

1. How much is gained or lost per cent. by buying 200  
 oranges at 5 for 2d. and selling half of them at 2  
 for 1d. and half at 3 for 1d.?
2. The base of a triangle is 5ft. 6in. and its height 4ft. 4in.  
 Find its area.
3. On pacing a certain length of road a boy calculated it to  
 be 225 yds. 1 ft. long. He was told this was 4%  
 greater than the correct measurement. What was  
 the latter?



Geometry.

1. The greater of 2 chords is nearer to the centre than the less.
2. The two tangents to a circle from an external point are equal and subtend equal angles at the centre.
3. The angles made by a tangent with a chord drawn from the point of contact are respectively equal to the angles in the alternate segments of the circle.

Algebra.

1. If  $a=4$ ,  $b=5$ ,  $c=0$ , find the value of:

$$\frac{b-a}{2b^2-3a^2} + \frac{3ac}{2(a-b)} + \frac{8a^3b^2}{4a^4b^4}$$

2. Solve the equation:  $\frac{3x}{2} - \frac{4-x}{3} = 2\frac{1}{3} - 3(x-2)$
3. Plot the points: (8,2) (-3,2) (-3,-5) and (8,-5)  
Calculate the area, taking 1 cm. as unit.

German.

1. Describe, in German, "Christel's" first day at the "Hotel Schweizerhof," or, give, in German, a conversation about "Eine Radfahrt."
2. Use, in sentences, the following prepositions and nouns (plural),—*mit, bei, von, nächst, entgegen, nach; Bär, Professor, Buch, Name, Fürst, Kind.*
3. Translate into good English prose *Herbstlied* (Siepmann, p. 140). Parse each word in the first two lines.

Italian.

1. Give examples to show how Italian nouns ending in *i, o, co, go, io*, and nouns indicating parts of the human body, change their form in the plural.
2. Write, in Italian, (a), a short historical anecdote, or, (b), a fable.
3. Make sentences showing the chief irregularities of the verbs,—*potere, rispondere, riconoscere, promettere, leggere.*

Latin.

1. (a), Decline in the singular,—*unus nauta.* (b), Give two sentences illustrating the use of *alter* and *alius.*
2. Translate Ex. XXXIX. from "*Hodie*," line 5, to "*faciet.*"
3. Write in Latin narration of above passage.

French.

1. Write an account of "*La Fête du 14 ième Juillet*," or, of an incident from *L' Petit Chose à l' Ecole.*
2. Show, in sentences, the uses of the (a), unemphatic, (b), emphatic personal pronouns.
3. Translate Reproduction IV., p. 141 (Siepmann), "When Jean" to the end. Use the past tense throughout.

Drawing.

1. An original illustration for a scene from *David Copperfield*, with title.
2. A sketch of a hand (a), using a spoon, (b), turning over the leaves of a book.

Musical Appreciation.

1. What are the main characteristics of Czech folk music, and how are they exemplified in Dvorák's music? or, detail the compositions which Dvorák wrote under the stimulus of Negro folk music and recount the circumstances in which he became subject to its influence.
2. Write three lines on any *five* of the following:—  
"Bagatellen," motto theme, "Scotch Snap," "The Spectre Bride," Furiant, Humoreske, Smetana, Dumka.

Recitations.\*

Father to choose two Bible passages of ten verses each, a hymn, a poem by Tennyson, or a scene from *David Copperfield.*

Reading.\*

Father to choose a poem and a leading article from a newspaper.

Music.\*

Examine in work done.

Singing.\*

Father to choose an English, a French, and a German song, and three exercises.

Drill.\*

Report progress.

Work.\*

Outside friend to examine. List of work completed to appear in *Parents' Report.*

N.B. 1.—Examination to begin on Monday, December 8th. Papers to be posted on Saturday, December 13th, with no other enclosure.

2.—Subjects thus indicated (\*) to be marked on the *Parents' Report* according to Regulations, and marks to be added up.

3.—Members are asked to read the Regulations carefully, as much time is lost by the Examiners when (a) there is no numbered list of the subjects sent for examination, (b) the papers for each child are not



64Bp6 CMC 96

fastened together, (c) the name of the member does not appear, or (d) the totals of parents' marks are not given.

4.—Answers may not be written on both sides of the paper. The papers should be tied together loosely with string and should be packed flat.

5.—Please note carefully (a) the amount of written work expected in Form I., (b) the Regulations as to the number of papers to be sent in by Schools. In Schools the examination of children in I.B is optional, but a teacher's P.U.S. Report on one child's oral work may be sent up.

N.B.—Members are asked to state on the Parents' or Teachers' Report Form (a), how the pupil has worked during the term; (b), if there has been any handicap on account of illness during the term; (c), the reason for the omission of subjects in the examination.